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GUIDELINES FOR EXTENDED CLASS LEARNINGS.
WASHINGTON STATE BOARD FOR VOCAT. EDUC., OLYMPIA
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DESCRIPTORS- *HOMEMAKING EDUCATION, *FIELD EXPERIENCE PROGRAMS, HOME VISITS, PARENT SCHOOL RELATIONSHIP, *TEACHING GUIDES, *PROGRAM GUIDES, STUDENT EVALUATION,

THE PURPOSE OF THIS GUIDE IS TO HELP THE HOMEMAKING TEACHER PLAN FOR LEARNING EXPERIENCES WHICH EXTEND BEYOND THE CLASSROOM. EXTENDED LEARNING EXPERIENCES ENRICH THE STUDENT'S EDUCATION BY GIVING HER OPPORTUNITIES TO APPLY KNOWLEDGE, SKILLS, AND VALUES TO REAL PROBLEMS IN ACTUAL SITUATIONS. SHE IS ENCOURAGED TO LEARN MORE ABOUT AN AREA OF INTEREST OR NEED AND TO MAKE PRACTICAL APPLICATIONS AT HOME OF PRINCIPLES LEARNED IN CLASS. THESE LEARNINGS AND EXPERIENCES, COMBINED WITH FUTURE HOMEMAKER OF AMERICA EXPERIENCES, WORK TOGETHER TO ACHIEVE THE GOALS OF HOME AND FAMILY LIFE EDUCATION. SUGGESTIONS, ILLUSTRATIONS, CHARTS, AND FORMS ARE PROVIDED FOR INTRODUCING, INTERPRETING, SETTING STANDARDS, PLANNING, SUPERVISING, AND EVALUATING ALL PHASES OF THE PROGRAM. EACH SECTION OF THE DOCUMENT IS ON DIFFERENT COLORED PAPER, HAS ITS TITLE ON THE MARGIN, AND IS RECESSED FOR EASY IDENTIFICATION. (HS)

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HOME AND FAMILY LIFE EDUCATION

ED019400

Guidelines

Interpreting

Setting Standards

Planning

Supervising

Evaluating

For

VT 01 625

Extended Class Learnings

STATE BOARD FOR VOCATIONAL EDUCATION

OLYMPIA WASHINGTON

FOREWORD & INTRODUCTION

FOREWORD

INTRODUCTION

SCHEMATIC DESCRIPTION OF THE EXTENDED LEARNING PROGRAM

BELIEFS ABOUT EXTENDING CLASS LEARNINGS

RELATING EXTENDED LEARNINGS TO CLASS GOALS

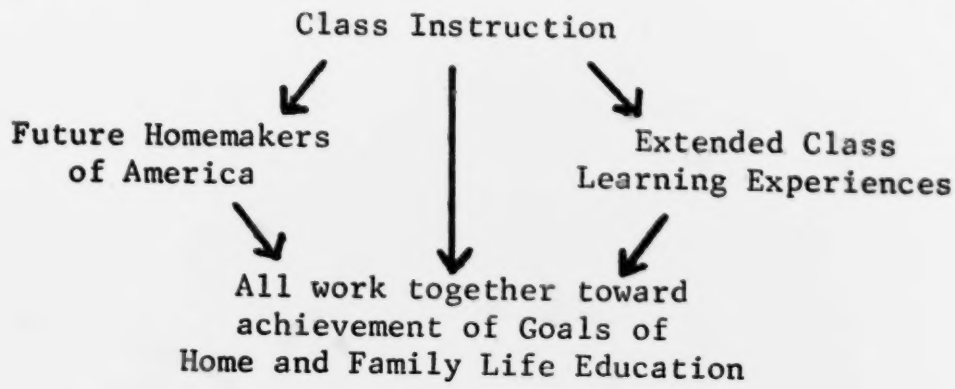
ILLUSTRATIONS OF EXTENDED LEARNINGS

ILLUSTRATION (A)

ILLUSTRATION (B)

Foreword

Extended Class Learning Experiences enrich homemaking education by giving each student opportunities to apply knowledge, skills, and values to real problems in actual home and community situations. Through Extended Learnings, the student is guided in learning more about an area of interest or need and is encouraged to make practical use at home of principles learned in class.


Class Instruction
Future Homemakers of America
Extended Class Learning Experiences
All work together toward achievement of Goals of Home and Family Life Education

This bulletin, Guidelines for Extended Class Learnings, gives pointers for introducing, interpreting, setting standards, planning, supervising, and evaluating learning experiences which extend beyond the classroom into the home and community. It was written with the help of teachers in the State through their response to a questionnaire from the Home and Family Life Division of the State Board for Vocational Education.

Mrs. Grace G. Granberg
Assistant Professor, University of Washington
Supervisor, Home and Family Life Education

Laura E. McAdams
Associate Professor, University of Washington
Supervisor, Home and Family Life Education

Marianne Andrews, Director
Home and Family Life Education
State Board for Vocational Education

Introduction

Home and Family Life Teachers use a variety of terms to indicate learning experiences which extend beyond class instruction to home and community situations--

(Extended Class Learning Experiences; Extended Learning; Personal, Home, and Community Project; FHA Degree of Achievement; Guided Experience; Long-Term and Short-Term Learning Experience; Home Practice)

We are using EXTENDED LEARNING or EXTENDED CLASS LEARNING EXPERIENCE because these terms connote that the experience:

Is a learning experience with an identified goal.

Has direct relationship to a class unit of work studied this year.

Extends beyond the classroom to home, school, or community.

In addition to the three criteria listed above, the following questions can aid the teacher in guiding the student to choose meaningful Extended Learnings:

Is the experience of real interest or value to the student?

Is the experience within the student's ability to accomplish?

Is the experience suited to the family situation?

The teacher's role is to guide the student in choosing and planning the Extended Learning and in carrying out and evaluating achievement in cooperative relationship with teacher and parents. Creative sharing of Extended Class Learning Experiences is encouraged to help the student evaluate achievement and to stimulate interest of other class members in similar Extended Learnings.

Schematic Description

Class instruction based on
- needs of students
- principles of learning
- integrated curriculum

+

Enthusiasm for and guidance in exploring choices for Extended Learnings

STIMULATE

Ideas for:
Extending Learnings into home and community

STUDENTS

Define Goals
needs
resources
interests
abilities

Formulate

Functional Plans

Execute Plans

AND

Evaluate Extended Learnings in Terms
of
Achievement Related to Goals

Beliefs

HOME AND FAMILY LIFE EDUCATION TEACHERS AND STATE STAFF HOLD THE FOLLOWING BELIEFS ABOUT EXTENDING CLASS LEARNINGS TO HOME AND COMMUNITY:

Extended Learnings (home experiences, home projects, home practices, FHA Degrees of Achievement, community experiences) should have a direct relationship to the learning that has taken place in the school (class and FHA) during the current year.

Planned Extended Learnings should be carried by students each year in the vocational homemaking program.

The community and the home can provide opportunity for students to have realistic experiences where there is actual application of learning from the class.

Visiting homes is essential for guidance of Extended Learnings.

Students should have an opportunity to extend class learning in every unit they have in homemaking. The number of experiences should be in relation to the time available and learning needs of the individual. There should not be an arbitrary number of Extended Learnings required of each student.

Teachers should take time in class, as well as out of class, to help students plan for the Extended Learning.

The scope of the out-of-class learning should be determined by the individual's learning need. A time requirement should not be a factor in determining the choice of the experience.

The teacher needs to know the people who will be assisting the student with out-of-class learnings.

The teacher needs to know about the Extended Learning as it progresses.

Opportunities should be provided for sharing experiences with the teacher and others to help the student clarify what has been learned. Experiences may be shared in a variety of ways.

It is important to evaluate, but unnecessary to assign a letter grade.

THE FOLLOWING QUOTATIONS FROM TEACHERS REINFORCE THESE BELIEFS:

"My goal is to motivate students to do planned Extended Learnings of real benefit to them. I need to convey enthusiasm for this program and to stimulate interest through my teaching. Extended Learnings challenge me to upgrade the quality of class instruction.

A major responsibility of the homemaking teacher is to help pupils see the relationship of work in the homemaking class to daily living. Guided Extended Learnings, as an outgrowth of what is learned in class, are very important in accomplishing this goal.

Teaching is effective when students use principles at home which have been taught at school.

The connotation of Extended Learning which emphasizes ways to learn more about an area of interest by applying learnings at home has a good psychological impact.

Guided Extended Learnings provide many opportunities for students to apply learning in new situations.

Extended Learnings provide one way of meeting individual student needs. If Extended Learnings are assigned, this purpose tends to be defeated.

Students should have opportunities to choose Extended Learnings within the standards established by the teacher and the class.

Extended Learnings seem to result in learnings at home suited to individuals and families."

Relating Extended Learnings

Class Goals	STIMULATED	These Extended Class Learnings
To understand importance of eating breakfast	→	Beverly thought she did not have time to eat breakfast and anyway she always had a stomach-ache in the morning. "After a month of breakfasts, I feel more alert and never have hunger pains anymore!"
To be a more helpful family member	→	Janel decided to work on getting two small brothers and a sister to bed without so much confusion. "I didn't exactly bribe them to go to bed willingly but I did plan surprises and learned to tell interesting stories. We <u>all</u> like bedtime better!"
To learn some techniques of home nursing	→	Arlene took over nursing duties for three nights during Christmas holidays so her mother could get some sleep when the baby was ill. She also prepared food trays, with a special diet, for a thirteen-year old brother who was ill. "Maybe nursing will be my career!"
To learn how to arrange flowers to make home more beautiful	→	Marilyn wanted to use dried materials in arrangements. "I dried seed pods by several methods. I will decide which method is best after the pods have been in arrangements for awhile!"

Class Goals	STIMULATED	These Extended Class Learnings
To recognize some family health and safety hazards	→	Sue, with her parents' approval, made a plan to discard all old medicines in the medicine cupboard. "After I finished the medicine cabinet, I also decided to reorganize all of the cleaning materials and placed them out of my younger sister's reach."
To learn how to arrange furniture so rooms are more functional	→	Joan made a plan to rearrange her bedroom, but she needed help in moving heavy furniture. Her brother, John, came to her rescue. She returned to school Monday morning "bubbling" with excitement about the improvement in her room.
To learn some management techniques that will make entertaining easier and more successful	→	Barbara assumed the role of assistant hostess for her parents' Christmas Open House. Her mother was pleased because Barbara "blossomed" in the hostess role.
To share talents with home and community	→	Suanna wanted to bake Christmas cookies to share with others. Patients in several rest homes in the community were chosen, and the whole class helped bake and wrap the sweets. "The cookies turned out just right, but what I enjoyed most was getting everyone into the holiday spirit. We all got the feeling of the real meaning of Christmas."

Class Goals	STIMULATED	These Extended Class Learnings
To learn to manage the food dollar	→	Lori thought her mother was spending too much for the family's food. "I planned all the meals for two weeks. Mother gave me the amount of money that she would have spent, and I bought the groceries. I had to borrow 59 cents. Guess my mother is not such a bad money manager after all!"
To learn some techniques of clothing repair	→	Nancy replaced zippers in three old skirts, shortened several dresses, and applied elbow patches to a blouse. "I didn't know these clothes could be worn again. This saves on my clothing budget. I always thought you could not be well dressed without a lot of money!"
To explore ways to carry out projects toward FHA objectives	→	Margaret was interested in the FHA objective, Stay in School, and planning for a career. By cutting hair of a five-year old, she also became interested in hair styling. "Combining the two ideas, I am now investigating job possibilities for a beautician with the thought of attending beauty school."

Illustrations

ILLUSTRATION (A)

Name of Student Julia
Period 5
Date May 2
The unit of work studied in class was--

Child Development

REPORT OF EXTENDED LEARNING

I carried out the following extended learning outside of school because:

I wanted to know more about how children develop.

I compared my two-year old brother, Allen, with one of the four-year old boys in our nursery school. I found that although four-year olds haven't gained complete control of their hands and legs, a two-year old is quite a bit less developed than that. Allen is going through the stage of running around, getting into things, and asking questions. He bumps into things and trips quite easily when running. He asks questions like, "Is that a giraffe or a cow?" Usually he asks about things he has seen on television or in a magazine or heard somebody talk about.

The value of this activity for me was:

I know a little more about how a child grows up from toddler to a four-year old.

Comment from parent or other adult:

I think Julia has learned to be more aware of small children, and to understand some of their many stages.

Mrs. _____
(Julia's Mother)

ILLUSTRATION (B)

Name Linda

Period 1

FAMILY RELATIONS EXTENDED LEARNING

I WILL WORK ON THE FOLLOWING PROBLEM IN PERSONAL IMPROVEMENT:

Try to be more responsible because I lose almost everything, such as jewelry, scarfs, and anything little. Many of these were gifts, and I am embarrassed when I have to face those who gave them to me.

I CHOSE THIS PROBLEM BECAUSE:

After losing so many of my belongings, as well as those of other family members, I have decided that something must be done. I believe that part of the reason for this fault is that I always seem to be in a hurry and only half do everything.

MY OBSERVATIONS AS TO THE RESULT OF MY EFFORTS WERE:

I didn't conquer this habit in three or four weeks! Maybe it will take three or four months! It has proved to me, though, that a goal is necessary, since it is easier to work and practice if one has a purpose for what he is doing.

PARENT'S COMMENTS:

Linda says she is trying hard to overcome this fault of losing so many things. I feel that with more time she will be able to overcome this habit of carelessness.

Mrs. _____
(Linda's Mother)

INTERPRETING EXTENDED LEARNINGS TO STUDENTS

TEACHERS' SUGGESTIONS FOR INTERPRETING

TEACHERS' TECHNIQUES FOR INTRODUCING

TEACHERS' SUGGESTIONS REGARDING TIME

A METHOD FOR INTERPRETING

INTERPRETING EXTENDED LEARNINGS TO PARENTS, COMMUNITY, AND SCHOOL

TEACHERS' TECHNIQUES FOR INTERPRETING TO PARENTS

TEACHERS' SUGGESTIONS FOR INTERPRETING TO COMMUNITY AND SCHOOL

LETTER (A) TO PARENTS

LETTER (B) TO PARENTS

Interpreting to Students

TEACHERS' SUGGESTIONS FOR INTERPRETING:

"Explain planned Extended Learnings as simple, practical experiences that can be carried on at home or in the community which are related to the area of study presented at school.

Help students recognize the importance of learnings which result from interest in class work.

Discuss the meaning of Home and Family Life Education. Help students recognize opportunities to apply what is learned at school in a realistic way at home and in the community.

Explain Extended Learnings as part of the total homemaking program and guide each student in selection of problems of particular interest. Extended Learnings provide one way to meet individual needs.

Give emphasis to the importance of purposeful learning from experiences which extend beyond the classroom."

TEACHERS' TECHNIQUES FOR INTRODUCING:

"Help students see relationship of in-class learnings and Extended Learnings. Clarify relationship between class goals and Extended Learnings. (See pages 7-9)

At the beginning of the year, use a bulletin board to show the areas of homemaking to be emphasized during the year. Identify and explain the units for the course. Clarify the meaning of Extended Learnings by suggesting some which relate to each unit.

At the beginning of the ninth grade, encourage girls to repeat classroom learnings at home. Later in the semester, introduce Extended Learnings which give opportunities to carry class learnings into the home and community in a more individual way.

Have a panel of advanced students conduct a question and answer session on Extended Learnings with beginning classes.

Use slides or pictures of learnings from former classes. Identify how these learnings related to class work. Read and discuss comments from students and mothers which point to values of the experiences."

TEACHERS' SUGGESTIONS REGARDING TIME:

"Introduce Extended Learnings at the beginning of the school year when the total homemaking program is explained. At this time, define and discuss the relationship between in-class and out-of-class learnings.

Center discussion of Extended Learnings around the first unit. At this time, illustrate ways to extend class learnings into the home to help students see the meaning of Extended Learnings.

Explain Extended Learnings at the beginning of each unit.

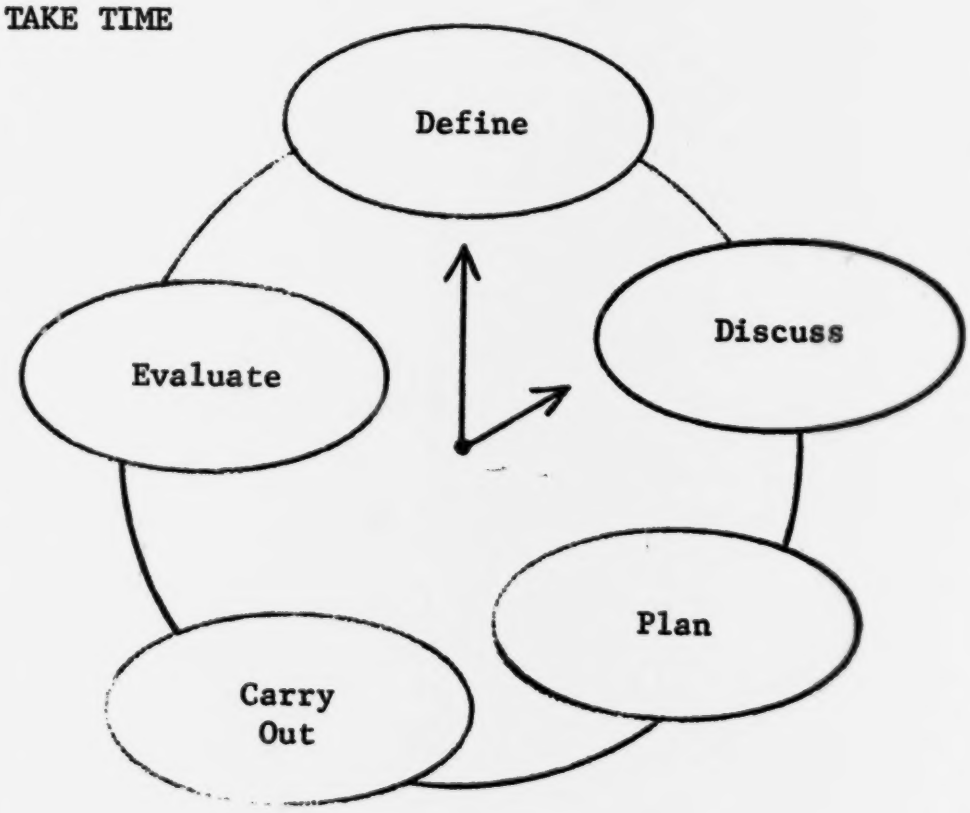
Establish good rapport and then introduce Extended Learnings.

Early in the year, explain the program to mothers and students at a coffee hour.

In an FHA meeting early in the year, help students understand that Extended Learnings can contribute toward earning Junior, Chapter, and State Degrees of Achievement.

Discuss the program during a meeting with mothers and daughters in the spring of eighth-grade year."

TAKE TIME



ANYTIME - No Time Requirement

A METHOD FOR INTERPRETING
(An Example)

One effective method for interpreting Extended Learnings is for the homemaking teacher to do one herself.

To illustrate, a Mrs. Jean J. demonstrates the meaning and value of Extended Learnings by choosing, planning, executing, reporting, and evaluating one that is directly related to the first unit of the year. Her goal is to demonstrate how Extended Learnings:

- .develop naturally from class instruction
- .are tailored to meet individual needs
- .start with an identified goal
- .require a plan for action
- .may not cost money
- .are shared with the class
- .are evaluated in terms of the goal and the satisfaction to self and others

Last fall, Mrs. J. and her ninth-grade students started the year with the Child Development unit. On a Tuesday, the students stated their goal: <u>To become better babysitters by understanding how children grow and mature</u>. On Friday, a panel of mothers discussed the five-year old in the family. Mrs. K., one of the panel participants, told about Gary who was so frustrated the first day of kindergarten that he ran home and would not return to school for two weeks.

On Monday morning, Mrs. J.'s bulletin board was bare except for the word, "HELP!". When class started, she added a picture of her son, Jimmy, age four, and his dog, Bugle. Mrs. J. explained that on Friday, when Mrs. K. told about Gary's experience in kindergarten, she had decided she must do something <u>now</u> to prepare Jimmy for his first school days next September.

The students quickly identified her goal: <u>To help Jimmy be ready for school</u>. A simple plan was then placed under the goal on the bulletin board.

1. Read articles about other mothers who solved this problem.

2. Have conferences with kindergarten teacher and/or mothers of five-year olds for suggestions of ways this problem might be handled.

3. Plan experiences for Jimmy to help him gain more self-confidence.

    a. Take him to the library to choose a book.

    b. Send him by bus to visit his grandmother in another city.

    c. Other

On Tuesday, under the plan, was a large sheet of paper with the heading, "Dear Grandma Jones".

Mrs. J. now explained there could be many ways to evaluate progress. She was going to report Jimmy's growth in self-confidence by means of letters to his grandmother.

About twice a week, Mrs. J. added another paragraph to the letter:

<u>Monday</u>	Jimmy and I went to the library after school. I left him to select his own book while I finished the grocery shopping.
<u>Saturday</u>	Invited Mrs. K. and Gary for lunch in the grape arbor. The boys collected rocks and leaves for "showing and telling" after lunch.

Three weeks later, another letter was pinned to the board. It read:

Dear Jean,

Jimmy's bus arrived on time last night. This afternoon we went to Ladies' Aid and Jimmy stayed in the church nursery. When I went to pick him up, he didn't want to leave and said, "I would rather stay with my two new friends."

Grandma Jones

Mrs. J. finds this method helpful in interpreting Extended Learnings partly because it builds up her own enthusiasm for the program. By going through all steps of an Extended Learning that has meaning for her, she is better prepared to help students identify important goals, make simple plans, carry through the plans, find creative ways to report, and to evaluate their learnings in terms of the goal.

Interpreting to Parents, Community, School

"The community and the home can provide opportunity for students to have realistic experiences where there is actual application of learning from the class."*

TEACHERS' TECHNIQUES FOR INTERPRETING TO PARENTS:

"Arrange conferences at school.

Visit parents in their homes.

Invite parents to visit classes.

Hold discussions during parent-teacher conference days.

Invite mothers to a coffee hour during regular scheduled time for each class.

Arrange meeting with parents of eighth-grade girls to explain next year's program.

Send a letter to parents - (Examples of two letters on following pages.)"

TEACHERS' SUGGESTIONS FOR INTERPRETING TO COMMUNITY AND SCHOOL:

"Prepare a brochure for the faculty, superintendent, principal, and parents explaining the scope of the total program including Extended Learnings and Future Homemakers of America.

Present an enthusiastic explanation of the program to PTA and other school and community groups.

Help students prepare and present a program highlighting some interesting dramatic learnings that developed from homemaking classes.

Have members of classes write feature articles about the value of an Extended Learning. Submit the best ones to school and local papers for publication."

*Beliefs About Extending Class Learnings, p. 5

LETTER (A) TO PARENTS

Dear Mr. and Mrs. _____,

Since your daughter* is enrolled in homemaking at _____ _____High School this year, I wish to take this opportunity to tell you about Extended Learnings. Through planned experiences, each student is encouraged to use at home or in the community the learnings which are taught at school. She has the opportunity to plan for these experiences with the cooperation of her family and with the guidance of her parents and teacher.

The experiences chosen should afford opportunities for her to extend and apply the learning she has had in class. She may select one or more experiences from various areas of homemaking as we study them. It is possible that effective experiences involve no expense.

I hope to visit with you soon to talk about your daughter's Extended Learnings in homemaking. You are urged to call or visit me at school during your daughter's class period and/or during my conference period which is at _____o'clock.

OR (Alternate last paragraph)

You are invited to visit our Homemaking class on _____ at _____ for a coffee hour. At this time our homemaking program will be explained, and we can exchange ideas to aid me in planning a more helpful and valuable homemaking course for your daughter.

Sincerely yours,

_____
Home and Family Living Teacher

*Change wording as needed if boys are in Homemaking classes.

LETTER (B) TO PARENTS

Dear Mrs. _____,

We are glad to have _____ enrolled in homemaking this semester and wish to take this opportunity to explain Extended Learnings in our homemaking program.

An Extended Learning is an experience which the student undertakes at home or in the community. This experience should:

Be related to one of the units which has been or is being studied in the homemaking class.

Afford an opportunity to apply class learnings and to learn something new.

Be of interest to the student.

Fit in with family plans and activities.

I hope to visit in your home soon to become acquainted and to talk about our program and your daughter's homemaking activities.

Sincerely yours,

_____
Homemaking Teacher

P.S. We consider Extended Learnings an important part of homemaking education and encourage your cooperation.

_____
Principal or Superintendent

THE STATE STANDARDS FOR EXTENDED LEARNINGS

SUGGESTIONS FOR THE USE OF EXTENDED EMPLOYMENT

FORM FOR REPORTING EXTENDED LEARNINGS IN HOME AND FAMILY LIFE EDUCATION

The State Standards

"Provision shall be made for directed home and/or community experiences (Extended Learnings) each year or semester of the vocational homemaking program."*

There is no fixed requirement regarding the number or kind of Extended Class Learning Experiences for each student. The scope will vary as will the number undertaken by each individual. However, most students should choose at least one Extended Learning each semester which is carried out by identifying a goal, making and following a plan of work, and evaluating progress toward the goal. Some students will wish to do many Extended Class Learning Experiences. Even for a "short-term" or "home practice" type, it is desirable for the student to do more than mere repetition of a skill or technique used in class. Because of differences in age and maturity levels, a flexible pattern is preferable to the same requirement for all students.

Teachers are urged to emphasize student choice of goal(s) and a plan for learning and to set NO TIME REQUIREMENT in hours for an Extended Learning. The practice of using time as a yardstick or standard is discouraged.

At the end of each semester, the teacher is asked to send a report of Extended Learnings to the State Director of Home and Family Life Education in Olympia (see copy of Form Misc. #7, p. 24).

"Time in the teacher's schedule shall be provided to (a) counsel students; (b) develop curriculum; and (c) coordinate class instruction and out-of-class learnings through activities such as visiting homes, working with FHA, making studies and surveys, and contacting community groups. The time allowed in the teacher's schedule for these activities shall not be less than that provided for one unit of credit. Arrangements will be made with the local school district for the amount of conference time per week for teachers with more than 120-student load.

Conference time in the teacher's schedule is required to make it possible for her to guide Extended Learnings by conferring with students and making home visits. Because of the scheduled time of a conference period, it may not be possible for the teacher to counsel many students or to make home visits during this class hour. However, an allowance of time in her schedule to use for such purposes as lesson preparation, grocery shopping, and department management should mean that home visits can be made immediately at the close of the school day or that arrangements can be made to confer with students at that time.

*Washington State Plan for Vocational Education, 1965

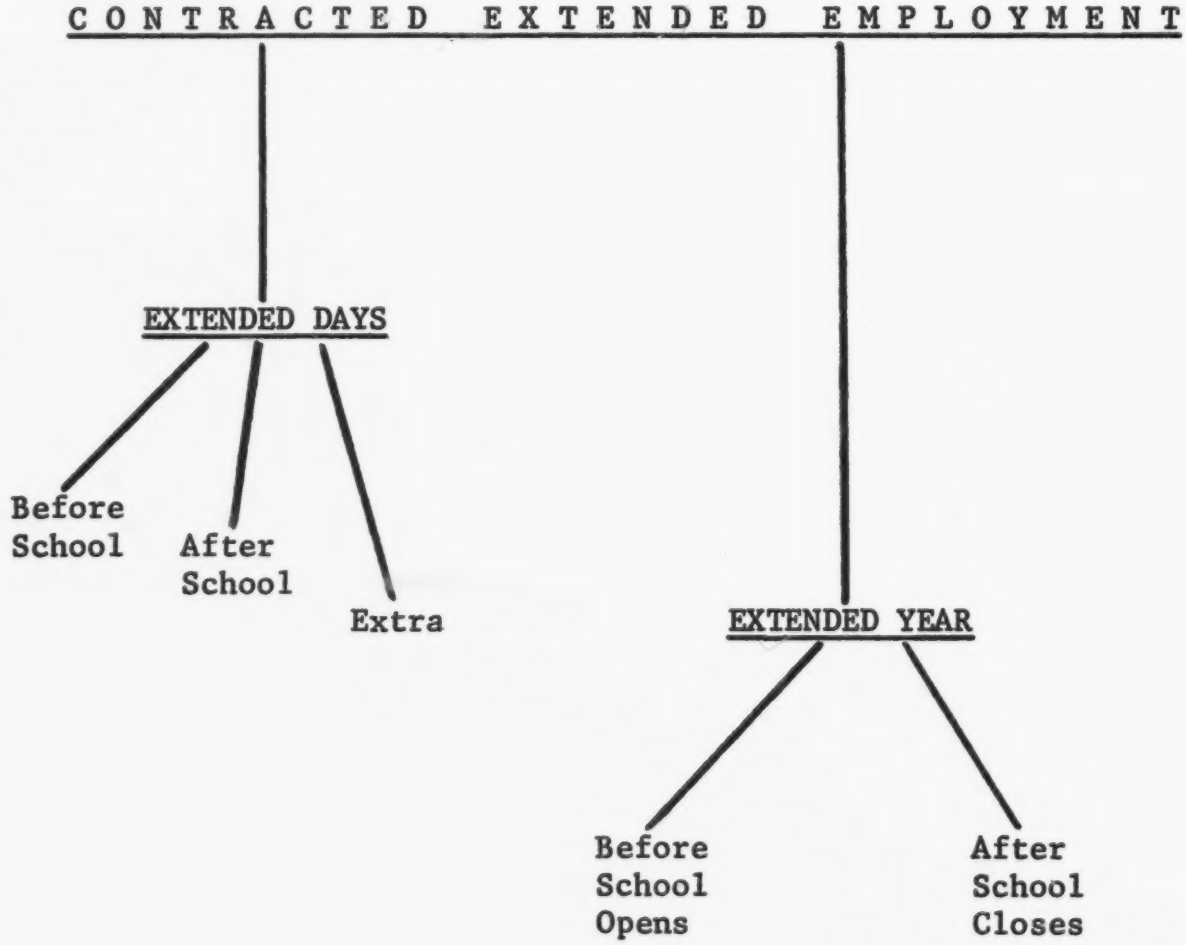
"Contracted extended employment is recommended. This time can be used as needed during the school year beyond the school day, after school closes in the spring, and before school opens in the fall."*

One reason for recommending extended employment for the homemaking teacher is to provide time for home visits which are necessary in the supervision of Extended Learnings.

Policy regarding contracted extended time (length and use of time) is the responsibility of the local school district. (See Home and Family Life Misc. #14, p. 23)

"To develop an adequate program within the community, provision shall be made for reimbursing the teacher for in-district travel."*

This provides travel reimbursement for making home visits, for working with FHA, and for other activities directly related to Home and Family Life Education. The State reimburses the local district on a fifty percent basis for mileage at the rate allowed by the district. but not to exceed the State allowance.



*Washington State Plan for Vocational Education, 1965

H&FL Misc. #14
Revised 1964

SUGGESTIONS FOR THE USE OF EXTENDED EMPLOYMENT

(If you do not have Extended Employment, ignore this form.)

Contracted Extended Employment

1. DURING the school year beyond the school day
2. BEFORE school opens in the fall
3. AFTER school closes in the spring

Please note carefully the suggestions for use of extended employment. Have a conference with your principal or superintendent to go over these suggestions when making extended employment plans. The State Staff has found that the teachers who do this have a better understanding of the expectations of the principal and superintendent for use of this time.

1. Home contacts:

   a. Visit homes to interpret the Home and Family Life Education Program.
   b. Visit homes of students to assist with planned Extended Learnings.

2. Plan and work with FHA - such as: working with officers to formulate and carry out the program of work and leadership responsibility in the region.

3. Participate in conference and meetings sponsored by the Home and Family Life Division of the State Board for Vocational Education.

4. Participate in special curriculum projects with other Home and Family Life Teachers within your district or area and other projects related to Home and Family Life Education as determined by the superintendent, principal, and homemaking teacher(s).

State of Washington
State Board for Vocational Education
Home and Family Life Division
Olympia

H&FL Misc. #7
Rev. 1964

State of Washington
STATE BOARD FOR VOCATIONAL EDUCATION

EXTENDED LEARNINGS IN HOME AND FAMILY LIFE EDUCATION

Fill out in duplicate at the end of _____ Semester. Send one copy no later than _____ to Miss Marianne Andrews, Director, Home and Family Life Education, P. O. Box 248, Olympia, Washington 98501, and keep one copy for your files. (A form is provided for each semester.)

EXTENDED LEARNINGS
RECORD only those experiences in which the student has identified the learning and evaluated achievement.

	1&2	3&4	5&6	7&8	Other Homemaking Classes	TOTAL
Personal and Family Housing Management . . .						
Personal and Family Food Management						
Personal Care and Clothing Management . .						
Child Development						
Family Health, Including Safety in the Home . . .						
Management of Resources: A. Human						
B. Material, Including Money						
Relationships, Personal and Family						
Others						

GRAND TOTAL_____

Individual conferences with parents concerning Extended Learnings:

a. Home Visits_____
b. At School _____
c. Telephone _____

Group conferences with parents concerning Extended Learnings: _____
(EXPLAIN)

Total number of students - ninth grade and above _____.

SCHOOL _____ CITY _____

_____ _____
(Signature of Home & Family Life Instructor) (Signature of Voc. Dir., Superintendent or Principal)

_____
(Date)

EXTENDING LEARNINGS FROM THE CLASSROOM

A TECHNIQUE TO HELP STUDENTS EXTEND LEARNINGS FROM THE CLASSROOM

TEACHERS SUGGEST OTHER METHODS

VARIATION IN REQUIREMENTS FOR EXTENDED LEARNINGS

REQUIREMENTS ESTABLISHED BY INDIVIDUAL TEACHERS DIFFER AS INDICATED BY THESE STATEMENTS

GUIDING STUDENTS' CHOICES

TEACHERS' SUGGESTIONS FOR MEETING INDIVIDUAL NEEDS

TEACHERS' EXPECTATIONS FOR NINTH GRADE COMPARED TO ADVANCED STUDENTS

FORMS FOR PLANNING, EVALUATING, AND RECORDING EXTENDED LEARNINGS

(A) RECORDING AND EVALUATING AN EXTENDED LEARNING

(B) RECORD OF PROGRESS OF AN EXTENDED LEARNING

(C-1) PLANNING AND EVALUATING AN EXTENDED LEARNING

(C-2) PLANNING AND EVALUATING AN EXTENDED LEARNING

(D) CORRELATING EXTENDED LEARNINGS WITH FHA DEGREES OF ACHIEVEMENT

(E) CHART FOR SUMMARIZING EXTENDED LEARNINGS

(F-1) DEPARTMENT CUMULATIVE RECORD OF A STUDENT'S EXTENDED LEARNINGS

(F-2) DEPARTMENT CUMULATIVE RECORD OF A STUDENT'S EXTENDED LEARNINGS

Extending Learnings

"Extended Learnings (home experiences, home projects, home practices, FHA Degrees of Achievement, community experiences) should have a direct relationship to the learning that has taken place in the school (class and FHA) during the current year."*

A TECHNIQUE TO HELP STUDENTS EXTEND LEARNINGS FROM THE CLASSROOM:

"At suitable times during the unit, provide a situation in which students can identify the basic learnings (the big ideas) that have been studied in class. The teacher helps students pinpoint important learnings in a summary or round-up session.

When the basic learnings are clear, have students (through use of committees, buzz sessions, 6-6 discussions, town meetings, race between teams, overnight assignments, etc.) suggest ways each basic learning can be studied outside the class.

The identified learnings and suggestions for further study are then recorded in some manner by the students in each class. These help each member of that class recognize ideas that would be interesting and possible for further study outside of school."

TEACHERS SUGGEST OTHER METHODS:

"Students "buzz" about different units using the year's curriculum chart. Various ways to extend learnings are presented back to the class. After discussion, each student makes note of ideas she would like to pursue.

During daily lessons, ideas are identified that provide good beginnings for Extended Learnings.

Opportunities are given to explore how the community, as well as the home, can provide ways to apply class learnings.

Students are encouraged to ask these questions when selecting an Extended Learning:

- -Is it related to this year's classwork?
- -Will I gain satisfaction(s) from solving the various problems involved in the learning?
- -If cost is involved, do I have the required amount to spend?
- -Where can I secure the information needed to complete the learning?
- -Will the value gained justify the time, money, and effort required?"

*Beliefs About Extending Class Learnings, p. 5.

Variation in Requirements

"Planned Extended Learnings should be carried by students each year in the vocational homemaking program."*

"Students should have an opportunity to extend class learning in every unit they have in homemaking. The number of experiences should be in relation to the time available and learning needs of the individual. There should not be an arbitrary number of Extended Learnings required of each student."*

REQUIREMENTS ESTABLISHED BY INDIVIDUAL TEACHERS DIFFER AS INDICATED BY THESE STATEMENTS:

"Standards are established with the class early in the school year.

Students identify goals and make plans for <u>one</u> experience during each unit of work. They are encouraged to extend other learnings.

Each individual differs in desires, ambition, and needs. Many do more Extended Learnings than others.

Outstanding students are encouraged to do more complex learnings, but no specified number is expected.

What value would be found in numbers? This is one good way to recognize individual differences.

For some students, one good experience is worth more than three or more done by another.

The requirement depends on the type of experience. If we had no definite requirement, some would do nothing or very little.

Encouragement is given, but students are not required to carry an Extended Learning related to each unit.

A minimum <u>is</u> required because students need to learn to meet obligations. Each may do more than the minimum.

One substantial learning is required during the freshman year and several short experiences are also encouraged.

At least one Extended Learning a semester is the standard and these vary in scope according to interest and ability of students.

Students are encouraged to do one, no matter how simple, during each unit.

A minimum of four planned Extended Learnings each year is expected, based on the individual student's needs and interests."

*Beliefs About Extending Class Learnings, p. 5

Guiding Students' Choices

"The scope of the out-of-class learning should be determined by the individual's learning need...."*

TEACHERS' SUGGESTIONS FOR MEETING INDIVIDUAL NEEDS:

"As goals for each new unit are established, out-of-class learning experiences which may add to the student's present knowledge are emphasized.

Each student selects learnings of interest. These learnings are in addition to assignments.

Accept a wide range of Extended Learnings from short to long term.

Personal conferences are held with each student during conference or study periods to help determine individual problems and needs.

As students and teacher evaluate class learnings, individual needs are often identified.

When lessons are summarized, the class lists related learnings. Students then discuss how each one can adapt these suggestions to her own particular needs.

One criterion is that students consider needs and resources of the family as they plan.

Although choices of Extended Learnings are individual, they are usually made with the assistance and/or approval of the mother or other family member.

Oral reporting in class may stimulate and encourage others to have similar learnings. A student may be motivated to choose an Extended Learning by answering the question, 'How can I use this idea in my home?'"

TEACHERS' EXPECTATIONS FOR NINTH GRADE COMPARED TO ADVANCED STUDENTS:

"Ninth-grade students may be encouraged to select experiences which do not require as much planning as that expected of older students.

There is no difference in number of projects expected of ninth-grade and advanced students, but there may be a difference in the depth of the experience."

*Beliefs About Extending Class Learnings, p. 5

Forms

On the following pages are forms suggested as guides for planning, evaluating, and recording Extended Learnings.

Students need to understand procedures for planning and for recording essential information. They need to understand the meaning of terms used and should be able to interpret guides and reporting forms.

It is important for the teacher and the class to develop forms together for the students to use when recording goals, making plans, summarizing progress, and evaluating achievement toward goals.

RECORDING AND EVALUATING AN EXTENDED LEARNING (A)

(Short-Term or Home-Practice Type)

Name_____ Date_____

Goal for Experience_____

DESCRIPTION OF EXPERIENCE	MY OPINION OF RESULTS

What I learned_____

_____

Difficulties I had_____

_____

What I could do to improve_____

_____

Mother's comments_____

_____

_____

_____
Mother's Signature

RECORD OF PROGRESS OF AN EXTENDED LEARNING (B)

Name_____ Class_____

Description of Extended Learning_____

_____

Goal(s)_____

Date	Work Accomplished	Comments On Results	References Used and People Who Assisted

PLANNING AND EVALUATING AN EXTENDED LEARNING (C-1)

Name_____ Date_____

Extended Class Learning (Description)_____

_____

Related to_____ class work

What I Want to Learn (Goals)	What I Plan To Do

(used when Extended Learning is chosen)

What I Accomplished	My Comments About Results

(used at completion of learning)

How will you share your Extended Learning?

PLANNING AND EVALUATING AN EXTENDED LEARNING (C-2)

Plan

PLAN FOR EXTENDED CLASS LEARNING

Name_____ Class_____ Period_____

Description of Extended Learning:

I am doing this to learn more about:

I plan to:

This is related to classwork in _____

Report

REPORT OF EXTENDED LEARNING

Name_____ Date_____

What I did:

Why I did it:

My evaluation:

Things done to my satisfaction	Things I want to improve

CORRELATING EXTENDED LEARNINGS WITH FHA DEGREES OF ACHIEVEMENT* (D)

Name_____ Date_____ Class_____

The degree toward which I am working is:

Junior_____ Chapter_____ State_____

Goal: Growth as an Individual

Related to_____ class work

Plan for Extended Learning: _____

_____

_____

Record of Progress: _____

_____

_____

My Evaluation: _____

_____

_____

_____

_____

Teacher's Comment: _____

_____

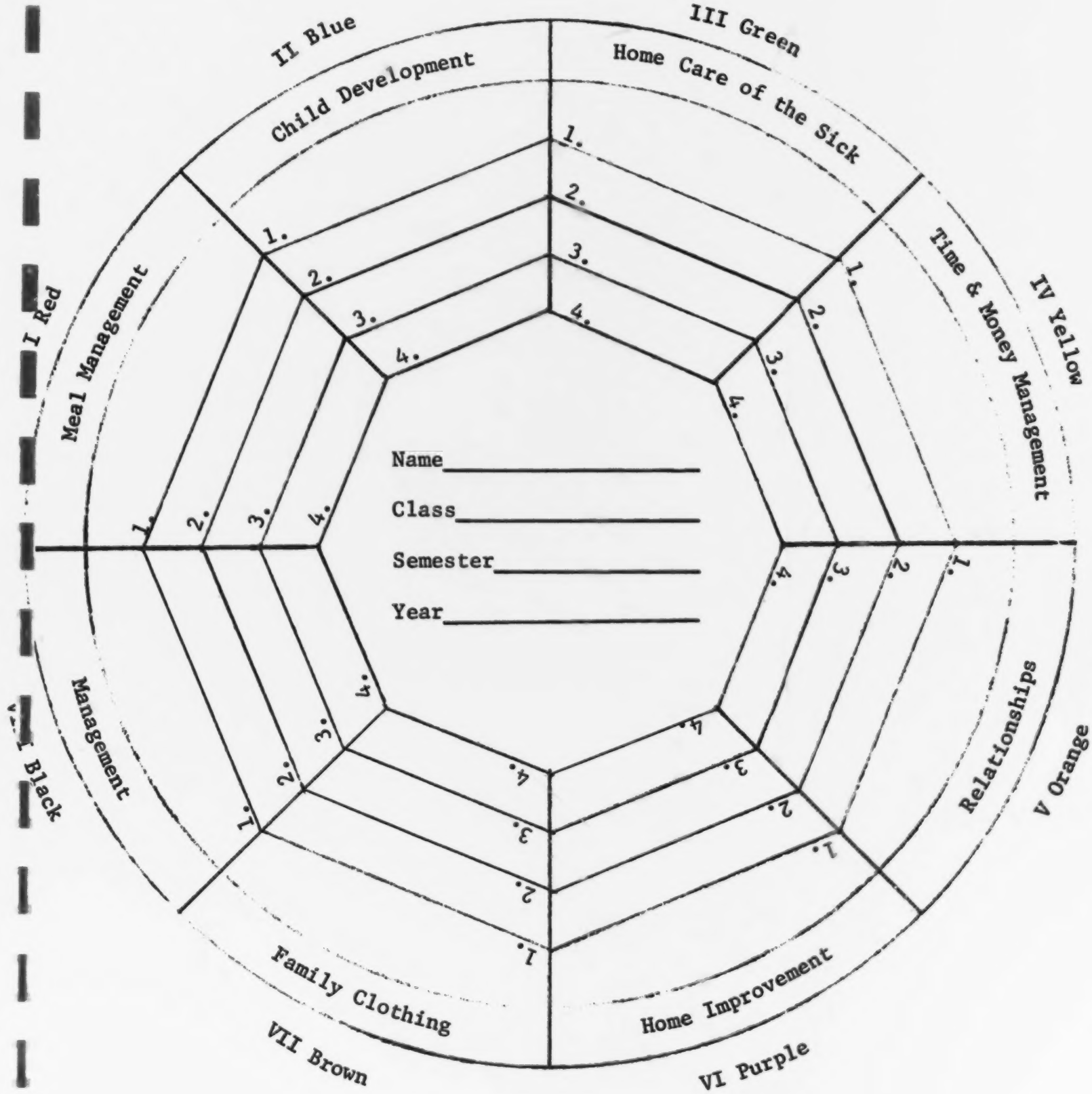
_____

Use similar form for other goals* applicable to Degrees of Achievement of Future Homemakers of America:

Growth as a home member-
Growth as a chapter member-
Growth as a school and community member-
Promote individual growth in the light of personal needs and abilities-
To assume responsibility for some worthwhile homemaking activity-
To participate in an outstanding way in activities provided for in the National FHA Program of Work-
To participate effectively as a member of a community.

*Washington Association Future Homemakers of America Yearbook

CHART FOR SUMMARIZING EXTENDED LEARNINGS (E)



This is a chart which may be used by students to summarize Extended Learnings. Other forms that give students opportunities to identify goals, make plans for the learnings, and evaluate achievement would be required in conjunction with such a device as this.

DEPARTMENT CUMULATIVE RECORD OF A STUDENT'S EXTENDED LEARNINGS (F-1)

Name_____ Address_____ Phone No._____

DATE	TYPE OF EXPERIENCE	COMMENTS

(Use 5 x 8 card -- front and back)

RECORD OF HOME VISITS

DATE	PURPOSE FOR VISIT	COMMENT	MILEAGE

DEPARTMENT CUMULATIVE RECORD OF A STUDENT'S EXTENDED LEARNINGS (F-2)

Name _____ School _____

Date record began _____

Grade Level	Relation-ships	Child Develop.	Nutrition Meal Manage-ment	Housing & Home Furn.	Family Health	Manage-ment & Consumer Problems	Cloth-ing
9th							
10th							
11th							
12th							

SUPERVISORY PRACTICES

TEACHERS' SUGGESTIONS FOR SUPERVISION

TEACHERS' SUGGESTIONS FOR OUT-OF-CLASS SUPERVISION

REINFORCING EXTENDED LEARNINGS WITH HOME VISITS

CUES FOR MAKING HOME VISITS

Supervisory Practices

"Teachers should take time in class, as well as out of class, to help students plan for the Extended Learning."*

"The teacher needs to know about the Extended Learning as it progresses."*

TEACHERS' SUGGESTIONS FOR SUPERVISION:

Class time must be taken for instruction, if students are to understand the scope and expectations of Extended Learnings.

During each unit, class time is taken to help students clarify objectives. Ideas for Extended Learnings are recorded for future reference.

Stress goals in initial planning. Encourage tangible objectives.

Teach students how to make a workable plan for carrying out an Extended Learning. One satisfactory method is to select a typical experience and have the class plan for it cooperatively under the direction of the teacher. This can clarify the procedure and help students recognize the work plan as a sequence of learning experiences. As a follow-up of this class experience, a supervised study period is advised during which each student makes an individual plan of work.

Another effective method is to illustrate planning by means of a class project such as a Girls' Club Tea, FHA Banquet, or Open House. The class could make an actual plan of work for the affair as a group experience and thus see the relationship of this plan to one for individual use.

Students are encouraged to use the resource file at school as they carry out Extended Learnings.

A section of the bulletin board is used for "What's New in Extended Learnings." Ideas, reports, and pictures suggesting Extended Learnings are posted.

Encourage progress reports (written or oral) as the Extended Learning proceeds.

When daily lessons can be extended, students ferret out stimulating possibilities. Frequently, individual students are motivated to pursue one of these suggestions.

*Beliefs About Extending Class Learnings, p. 5

TEACHERS' SUGGESTIONS FOR OUT-OF-CLASS SUPERVISION:

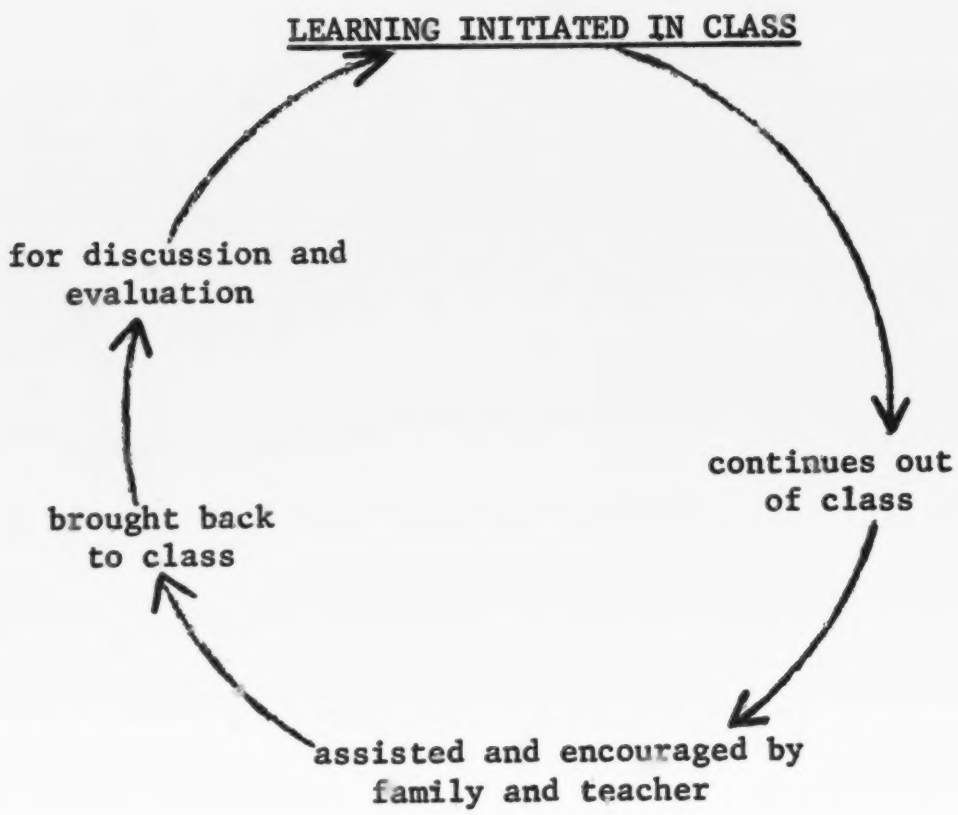
"Counseling with students prior to the time work begins is a <u>must</u> for good results.

All mothers are contacted each semester in person or by telephone.

Individual plans for Extended Learnings are made during conference periods.

An individual conference is set up with each student at least once a semester to make plans for Extended Learnings.

Group conferences are scheduled after school for students with similar Extended Learnings."


LEARNING INITIATED IN CLASS
continues out of class
assisted and encouraged by family and teacher
brought back to class
for discussion and evaluation

"Visiting homes is essential for guidance of Extended Learnings."*	"The teacher needs to know the people who will be assisting the student with out-of-class learnings."*	"The teacher needs to know about the Extended Learning as it progresses."*

THESE QUOTATIONS FROM TEACHERS POINT UP THE IMPORTANCE OF HOME VISITS IN THE EXTENDED LEARNING PROGRAM:

"Making personal contacts affords an effective means of helping parents understand the program.

Parents are more inclined to be enthusiastic and encourage students to cooperate when they understand purposes of the program.

Home visits help clarify our over-all homemaking program and the reason for the Extended Learnings.

Home visits help teachers become aware of student needs and home expectations.

Both parents and students may feel rewarded for efforts on Extended Learnings when the teacher visits.

Parents appreciate being a part of the program.

When the teacher interprets in person, parents become more aware that the program is flexible and really can meet some family needs and interests.

Parents realize that Extended Learnings need not be something spectacular but should give students an opportunity to relate school work to the home.

Home visits help with motivation, direction, and evaluation of goals.

The home visiting program is one of the most helpful ways to know and understand students. This is of particular value in planning and executing learnings. I am all for home visitation!"

*Beliefs About Extending Class Learnings, p. 5

CUES FOR MAKING HOME VISITS

In making home visits, teachers find it helpful to:

Start the visiting program early in the school year.

Identify purposes for home visits which might be to:

Interpret the homemaking program to parents or guardians.

Assist with plans or help with a technique related to the learning.

Guide choices of Extended Learnings.

Know about the Extended Learning as it progresses.

Evaluate Extended Learning with student and the parent.

Know the people who will assist the student with the out-of-class learning.

Plan a schedule for home visits which realistically takes into account school responsibilities.

Set aside one or more evenings a week for visits.

Make appointments with parents by telephone or through students by posting a schedule and encouraging students to indicate suitable time for themselves and their parents.

Use conference time when feasible.

Discuss the program and leave a brochure which explains the scope of homemaking education and the purposes of Extended Learnings.

TECHNIQUES FOR HELPING STUDENTS EVALUATE ACHIEVEMENT OF EXTENDED LEARNINGS

TEACHERS' SUGGEST THESE EVALUATION TECHNIQUES

SUGGESTED WAYS TO SHARE EXTENDED LEARNINGS

THE ROLE OF THE TEACHER IN GUIDING STUDENT EVALUATION OF EXTENDED LEARNINGS

Techniques

"Opportunities should be provided for sharing experiences with the teacher and others to help the student clarify what has been learned...."*

"It is important to evaluate, but unnecessary to assign a letter grade."*

TEACHERS SUGGEST THESE EVALUATION TECHNIQUES:

Guide students in use of forms for planning and evaluating. (See pages 30 - 37)

Help students understand that some method of reporting and evaluating the achievement is an important part of an Extended Class Learning Experience.

Encourage students to keep a diary or cumulative progress report when such a record is compatible with the type of Extended Learning.

Help students use their cumulative records of Extended Learnings to note progress and to plan next steps.

During teacher-pupil conference or teacher-parent-pupil conferences, help students determine progress made toward achieving goals.

Evaluation of Extended Learnings may be done in class with all students participating

Ask students such questions as:

What did you learn from this experience?

What satisfactions did you have from the Extended Learning?

How would you do this differently another time?

Use a check sheet as an aid in evaluation by student and teacher.

(Check in appropriate column)

	Yes	To Some Extent	No
Were goals accomplished?			
Was the experience well planned?			
Was the work completed within a reasonable time?			
Were satisfactions realized?			

*Beliefs About Extending Class Learnings, p. 5

Ways to Share

"Opportunities should be provided for sharing experiences with the teacher and others....Experiences may be shared in a variety of ways."*

AT THE ANNUAL TEACHERS' CONFERENCE ON EXTENDED CLASS LEARNINGS, GROUPS OF TEACHERS USED THE BRAINSTORMING TECHNIQUE TO THINK OF CREATIVE WAYS FOR STUDENTS TO SHARE EXTENDED LEARNINGS. LISTENING TEAM MEMBERS ASSIGNED TO EACH GROUP REPORTED THE FOLLOWING IDEAS GLEANED FROM THE WORK GROUPS:

DRAMATIZE
- Role play
- Adapt from TV - model after "What's My Line" - (What's My Home Experience)
- Prepare and give skits and plays
- Use puppets

VERBALIZE
- Have panel discussion
- Give testimonial
- Make tape recording
- Present talk to PTA
- Have parents and/or members of the family share in the report
- Use team reports for girls with similar learnings

VISUALIZE
- Demonstrate
- Model
- Display products
- Show slides and pictures
- Utilize:
  - Bulletin boards
  - Posters
  - Flip charts
  - Exhibits
  - Displays

WRITE
- Articles for magazines
- TV or radio scripts
- News and reviews for school and town papers
- Poems and stories

*Beliefs About Extending Class Learnings, p. 5

Guiding Student Evaluation

TEACHER RESPONSIBILITIES IN GUIDING STUDENT EVALUATION OF ACHIEVEMENT FROM EXTENDED LEARNINGS INCLUDE:

1. Assisting the student in identifying learning goals.

   Motivation--a reason or a purpose for learning--is essential for effective learning. Achievement should be evaluated in relation to progress toward a recognized goal. Therefore, the teacher's role is to:

   -Help students identify goals and state them in a meaningful way.
   -The words goal, objective, or outcome, may have little meaning for a student who could readily recognize a "reason for learning".
   -Goals are not difficult to understand, if students answer the question, "What do you want to learn?"

   -Help students understand terms and procedures used.

   An effective way to do this is for the teacher to develop guides with the class for choosing, planning, and evaluating Extended Learnings through cooperative planning.

   -Help students differentiate between a learning goal and a desire or need for something. For example:

A Learning Goal	A Desire or Need
To learn how to put in a lining	To have a new dress

   -Help students identify a specific or definite goal. For example:

A Definite Goal	An Indefinite Goal
To learn how to help my little brother gain self-confidence	To get more experience taking care of children

2. Encouraging the student and enlisting the interest and support of others.

   All persons concerned with a student's Extended Learning should have a part in the evaluation of the progress toward goals. The teacher's role is to:

   -Arrange for conferences with students for the purpose of teacher-pupil or teacher-parent-pupil evaluation.

   -Encourage the parents, other family members, or other adults to evaluate a student's achievement by written comments and through conferences with the student or with the student and the teacher.

   -Provide opportunities for the class to help evaluate progress of individual members of the class.

3. Treating evaluation as an integral part of Extended Learnings.

Student evaluation begins with the identification of goals and the selection of the Extended Learning and continues until the completion of the experience. Appraisal of progress toward goals should be an integral part of the experience as the plan for learning is carried out. The teacher's role is to:

Help the student realize his status in regard to goals at the beginning of the Extended Learning and guide evaluation of progress toward goals from a recognized starting point.

Help the student evaluate while the experience progresses, as well as at its completion.

Give guidance in setting new goals and/or in revising the plan of work when needed.

Provide opportunities for students to share accomplishments with the class and others as an aid in evaluation.

Encourage the use of evaluation, an integral part of Extended Learnings, as the student:

.chooses the Extended Learning
.identifies a need for learning
.states goal(s)
.plans for experiences to aid in learning
.carries out these experiences
.evaluates achievement toward goal(s)